

**Human Conduct and Values:  
Knowledge  
An Unexamined Life is not Worth Living  
IDH 3035/4008  
GC 273B  
Spring 2018, MWF, 1:00-1:50 p.m.**

Being human involves both knowing and acting (at the very least, in addition to being or existing). In the first half of the course (IDH 3034), we dealt with several approaches to knowledge, from Cartesian Foundationalism to Quine's Naturalized Epistemology and the radical departure from (and response to) this tradition by Martin Heidegger. Some serious thinkers suggest we know very little or nothing (Socrates: "I only know that I know nothing"). Are we animals trapped in a struggle of survival in which human values and knowledge have a provisional or instrumental value, or are we rational agents capable of ascending to realm of values and concepts that yield what we normally call "knowledge" that transcends our animal or biological nature? In addition, we explored, through Heidegger's "later" philosophy, the possibility of philosophy, knowing, and truth from a non-scientific perspective that seeks to recover the meaning of these concepts in a more primordial and original way.

In SPRING 2018 (IDH 3035) we will approach the concept of an examined life via the exploration of selected views of human values and conduct: 1) "Might Makes Right," 2) Kantian ethics, 3) Utilitarianism or Consequentialism, 4) Ethical Relativism, Naturalism (W. V. Quine), and Subjectivism (John Mackie), 5) Divine Command, 6) Contemporary rejections of subjectivism, *et al.*: W. D. Ross, David Wiggins, Hilary Putnam, and 7) Ethical Egoism (Max Stirner).

<b>Honors Fellows</b>	<b>Office</b>	<b>Office Hours</b>	<b>Phone</b>
Professor Dan Alvarez <a href="mailto:alvarezd@fiu.edu">alvarezd@fiu.edu</a>	DM 304	MF, 2-:3:30 p.m.	348-2186

**Required Texts:**

William Frankena, *Ethics*, 2<sup>nd</sup> edition. ISBN 0132904780

John Stuart Mill, *Utilitarianism*. ISBN 9780872206052

Immanuel Kant, *Groundwork of the Metaphysics of Morals*. ISBN 9871107401068

**Handouts posted on Blackboard by Instructor**

John L. Mackie, "The Subjectivity of Morals," published version of chapter 1 of *Ethics: Inventing Right and Wrong* (full text available online on Blackboard).

David Wiggins, "Objectivity in Ethics: Two Difficulties, Two Responses," *Ratio* XVIII 1, March 2005 (on Blackboard).

Max Stirner, selection from *The Ego and its Own* (on Blackboard).

W. D. Ross, selection from *The Right and the Good* (on Blackboard).

Hilary Putnam, "The Collapse of the Fact-Value Dichotomy" (on Blackboard).

W. V. Quine, "On the Nature of Moral Values" (on Blackboard).

Folke Tersman, "Quine on Ethics" (on Blackboard).

Callicles, "Might Makes Right" (on Blackboard).

John Rawls, "Kantian Constructivism in Moral Theory" (on Blackboard).

**Requirements**

Two essays (3-5 pages each) based on questions provided by the instructor (70% of final grade).

Class presentation (2-3 pages) based on weekly reading (25% of final grade).

Class discussion (5% of final grade).

## ***Plagiarism Policy***

Plagiarism is one form of academic misconduct, and the Honors College adopts the definition of the university's Code of Academic Integrity, according to which plagiarism is

*The deliberate use and appropriation of another's works without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.*

Examples of plagiarism include, but are not limited to:

1. Term papers acquired online or from other sources;
2. Copying of original material without attribution;
3. Use of other students' work;
4. Copying and pasting, verbatim, information from Internet sources, without quotation marks and correct citation.

Charges of Academic Misconduct may be brought against an Honors student by an Honors faculty member. For more information concerning this matter, all students are urged to review the following website:

<http://honors.fiu.edu/plagiarism.htm>

## **University Requirements**

### **Academic Honesty and Plagiarism**

#### **FIU Academic Misconduct Statement**

*Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.*

*Academic misconduct includes:*

- *Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.*
- *Plagiarism – The use and appropriation of another's work without any indication of the source, and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.*
- *Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.*

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. *Please refer to the following documents for additional information:*

FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>

FIU Honors College Student Handbook – <http://honors.fiu.edu/handbook0910.html>

FIU Honors College Plagiarism Policy – [http://honors.fiu.edu/current\\_policy\\_plagiarism.html](http://honors.fiu.edu/current_policy_plagiarism.html)

## **Religious Observances**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

## **Physical, Mental and Sensory Challenges**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

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## **Honors College Requirements**

### **Student Portfolios**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of the student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see [honors.fiu.edu/portfolios](http://honors.fiu.edu/portfolios).

### **Citizenship Requirements**

**All members of the Honors College are expected to be active citizens of the College, the university, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. All College members are expected to participate in the community-building activities listed below:**

1. Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring). (Attendance will be taken).
2. Participate in the Honors College Convocation each Fall. (Attendance will be taken).
3. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement. (Attendance will be taken).
4. Perform at least *twenty* hours of Community Service per academic year (summer excluded) either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.

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## GL Learning Outcomes

### GL Learning Outcomes for IDH 2003-4

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
  - **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the actions of multiple figures in diverse cultural contexts.
- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
  - **Course Learning Outcome:** Students will be able to analyze the multiple causal forces that shape the perspectives of historical individuals/persons — economic, political, sociological, technological, cultural, etc.
- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
  - **Course Learning Outcome:** Students will demonstrate a willingness to engage in negotiation regarding actions of global import within the context of the class simulation.

### GL Learning Outcomes for IDH 3034-5

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
  - **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
  - **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
  - **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

Assignments must be able to assess the students' ability to demonstrate these outcomes. We will be collecting them at the end of the academic year (spring).

Spring 2018

Week 1	Introduction, Syllabus, Requirements  Survey: Ways of Acting <i>Required Reading:</i> Frankena, 1-11; “Might Makes Right” (handout).
Week 2	Survey, continued <i>Required Reading:</i> 12-28
Week 3	Survey, concluded <i>Required Reading:</i> Frankena, 28-43; 62-73; 103-116.
Week 4	Subjectivism: J. L. Mackie <i>Required Reading:</i> Mackie, “The Subjectivity of Morals,” (from <i>Ethics: Inventing Right and Wrong</i> )
Week 5	Quine, “On the Nature of Moral Values.”
Week 6	Quine, concluded; Folke Tersman, “Quine on Ethics.”
Week 7	Kant, Groundwork of the Metaphysics of Morals, Part I
Week 8	Groundwork, Part II
Week 9	Kant, concluded
Week 10	Mill, Utilitarianism, Chapter 1
Week 11	Mill, Chapter 2
Week 12	Wiggins, “Objectivity in Ethics” [Reply to Mackie]
Week 13	Wiggins, concluded
Week 14	Hilary Putnam, “The Collapse of the Fact-Value Dichotomy.”
Week 15	Putnam, concluded

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